

EAST END ELEMENTARY

1125 East Cambridge Ave.
Greenwood, SC 29646

GRADES PK-5 Elementary School

ENROLLMENT 387 Students

PRINCIPAL Mark Blackwell

864-941-5520

SUPERINTENDENT William P. Steed, Ed.D.

864-941-5400

BOARD CHAIR Ms. Dru James

864-223-1878

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent

Good

Average

Below Average

Unsatisfactory

1

41

54

3

0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Unsatisfactory	N/A
2002	Average	Average	N/A
2003	Average	Unsatisfactory	No
2004	Average	Below Average	Yes

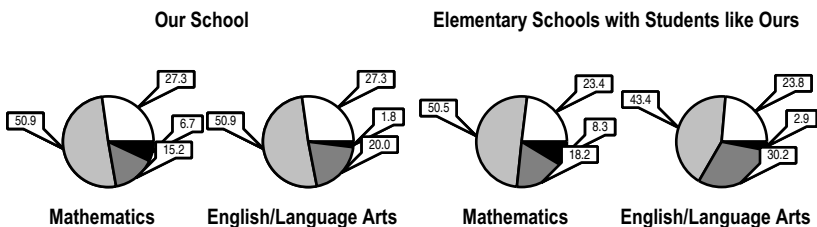
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

63.5%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	192	98.4	26.2	51.8	20.1	1.8	35.4	Yes	Yes
Gender									
Male	99	99.0	37.3	44.6	16.9	1.2	30.1		
Female	93	97.9	14.8	59.3	23.5	2.5	40.7		
Racial/Ethnic Group									
White	67	100.0	21.7	45.0	28.3	5.0	45.0	Yes	Yes
African-American	114	99.1	29.3	56.6	14.1	0.0	29.3	Yes	Yes
Asian/Pacific Islanders	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	10	80.0	0.0	0.0	0.0	0.0	0.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	148	99.3	19.0	54.8	24.6	1.6	40.5		
Disabled	44	95.5	50.0	42.1	5.3	2.6	18.4	I/S	I/S
Migrant Status									
Migrant	4	I/S	I/S	I/S	I/S	I/S	I/S		
Non-migrant	188	98.4	26.4	51.5	20.2	1.8	35.6		
English Proficiency									
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	183	98.9	26.3	51.9	20.0	1.9	35.6		
Socio-Economic Status									
Subsidized meals	127	98.4	36.3	55.9	7.8	0.0	17.6	Yes	Yes
Full-pay meals	65	98.5	9.7	45.2	40.3	4.8	64.5		

Mathematics - State Performance Objective = 15.5%									
All Students	192	99.0	26.8	51.2	15.2	6.7	40.2	Yes	Yes
Gender									
Male	99	100.0	27.7	50.6	14.5	7.2	41.0		
Female	93	97.9	25.9	51.9	16.0	6.2	39.5		
Racial/Ethnic Group									
White	67	100.0	10.0	56.7	20.0	13.3	58.3	Yes	Yes
African-American	114	99.1	38.4	47.5	12.1	2.0	28.3	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	10	90.0	0.0	0.0	0.0	0.0	0.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	148	100.0	20.6	51.6	19.0	8.7	46.0		
Disabled	44	95.5	47.4	50.0	2.6	0.0	21.1	I/S	I/S
Migrant Status									
Migrant	4	I/S	I/S	I/S	I/S	I/S	I/S		
Non-migrant	188	98.9	27.0	50.9	15.3	6.7	40.5		
English Proficiency									
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	183	98.9	27.5	50.6	15.0	6.9	40.0		
Socio-Economic Status									
Subsidized meals	127	99.2	35.3	54.9	8.8	1.0	23.5	Yes	Yes
Full-pay meals	65	98.5	12.9	45.2	25.8	16.1	67.7		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	63	100.0	29.3	51.7	19.0	N/A	19.0
	Grade 4	67	100.0	35.5	54.8	9.7	N/A	9.7
	Grade 5	55	98.2	42.9	46.9	10.2	N/A	10.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	62	100.0	21.7	55.0	18.3	5.0	23.3
	Grade 4	65	95.4	21.8	52.7	25.5	N/A	25.5
	Grade 5	65	100.0	35.0	45.0	20.0	N/A	20.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	63	100.0	32.8	48.3	8.6	10.3	19.0
	Grade 4	67	100.0	32.3	53.2	8.1	6.5	14.5
	Grade 5	55	100.0	30.0	46.0	20.0	4.0	24.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	62	100.0	31.7	51.7	13.3	3.3	16.7
	Grade 4	65	96.9	23.2	50.0	16.1	10.7	26.8
	Grade 5	65	100.0	25.0	51.7	16.7	6.7	23.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 387)				
First graders who attended full-day kindergarten	85.5%	N/C	100.0%	100.0%
Retention rate	2.8%	Down from 9.8%	3.4%	2.7%
Attendance rate	96.9%	Up from 96.7%	96.1%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.3%		5.1%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	3.2%		3.7%	3.5%
Eligible for gifted and talented	11.2%	Up from 7.0%	11.9%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	9.9%	Down from 10.9%	9.8%	8.2%
Older than usual for grade	4.4%	Down from 9.0%	1.1%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 31)				
Teachers with advanced degrees	35.5%	Up from 34.2%	47.7%	51.4%
Continuing contract teachers	93.5%	Up from 81.6%	87.5%	87.5%
Highly qualified teachers**	100.0%	N/A	96.0%	95.0%
Teachers with emergency or provisional certificates	3.4%		0.0%	0.0%
Teachers returning from previous year	79.5%	Down from 80.6%	86.4%	86.7%
Teacher attendance rate	92.2%	Down from 95.3%	94.5%	94.9%
Average teacher salary	\$38,564	Up 1.3%	\$39,920	\$40,760
Prof. development days/teacher	13.5 days	Down from 14.1 days	13.6 days	12.4 days

School				
Principal's years at school	1.0	Down from 3.0	4.0	4.0
Student-teacher ratio in core subjects	18.0 to 1	Up from 11.7 to 1	18.5 to 1	18.9 to 1
Prime instructional time	86.8%	Down from 90.4%	89.2%	90.0%
Dollars spent per pupil*	\$7,290	Up 8.7%	\$6,024	\$6,044
Percent of expenditures for teacher salaries*	58.8%	Down from 63.1%	65.4%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	97.0%	Up from 96.5%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	92.3%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2003-2004 school year was a year of learning for the faculty and students at East End Elementary. The faculty worked very hard to meet the rigid requirements of the "No Child Left Behind" legislation. The teachers implemented new techniques to meet state standards. The students worked extremely hard to meet the challenges the teachers gave them.

East End teachers participated in classes, seminars, trainings, workshops, and conferences to enhance their instructional skills. They planned lessons together to assure that the students were receiving consistent instruction between and across grade-levels. An important part of the planning was to examine a variety of test data to ensure all the students' needs were met. The school was in the third year of implementation of the TAS and LRI grants. They provided funds for our kindergarten through third grade after-school reading program and a variety of materials for teachers to utilize. We focused on leveled books, a balanced literacy program, and building our media center collection. The teachers also received training in guided reading, graphic organizers, and team building.

The faculty focused on improving parent involvement in the school. Their efforts really paid off. We saw an increase in the number of parents/guardians attending our family reading nights, All-Stars, choral programs, and PTO meetings. The school had a group selected to perform at "In The Spotlight". We also had a community volunteer program and established several business partnerships.

The students were active throughout the year with community service projects. They operated our recycling program, supported the Humane Society, and raised money for "Pennies for Patients" and the Muscular Dystrophy Association. The students also operated our news program and school store.

The staff is very proud of our school. We work to establish a solid educational foundation for developing responsible, productive students who can successfully manage life's challenges. Our students are exploring their futures.

Mark Blackwell, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	34	63	63
Percent satisfied with learning environment	84.4%	88.9%	93.5%
Percent satisfied with social and physical environment	87.9%	90.3%	88.9%
Percent satisfied with home-school relations	75.8%	95.1%	84.1%

*Only students at the highest elementary school grade level at this school and their parents were included.